



JACK O'CONNELL
State Superintendent of Public Instruction

CALIFORNIA
DEPARTMENT
OF
EDUCATION

1430 N Street

P. O. Box 944272

Sacramento, CA

94244-2720

May 20, 2003

Dear County and District Superintendents:

CRITICAL INFORMATION FOR SCHOOLS IN THE ALTERNATIVE SCHOOLS ACCOUNTABILITY MODEL

This letter is to alert you to *time-sensitive* Alternative Schools Accountability Model (ASAM) activities in the coming months. It includes information about:

- ASAM reporting for school year 2002-2003
- ASAM indicator refinement for 2002-2003 reporting
- Public reporting of ASAM data for school year 2001-2002
- ASAM indicators for school year 2003-2004
- Data reporting required for compliance with accountability provisions of the Federal No Child Left Behind (NCLB) legislation

Reporting ASAM Indicator Data for School Year 2002-2003

The California Department of Education (CDE) will activate the ASAM Online Reporting System (ASAM ORS) for school year 2002-2003 by June 15, 2003. In order to meet state and Federal accountability requirements the **indicator data must be submitted electronically to CDE no later than August 22, 2003**. Failure to submit ASAM data online by this date will result in public identification of the school as a "non-reporting" school.

Schools that first entered the ASAM in school year 2002-2003 will submit first-year baseline reports. Schools that first participated in the ASAM in school year 2001-2002 will submit second-year data. All participating schools will submit data collected for long-term (90-day) students during the period from July 1, 2002 through June 30, 2003. School officials may log on to the ORS Web site, www.cde.ca.gov/psaa/asam/, beginning on June 15 to report 2002-2003 data on their selected indicators.

All schools will receive a personal identification number (PIN) and program password in order to access the ASAM ORS. The PINs and password for schools that reported ASAM data for school year 2001-2002 will remain the same. All participating districts and ASAM schools, regardless of when they entered the system, will receive a copy of their PINs and passwords in late May along with instructions for reporting their data.

ASAM Indicator Refinement for 2002-2003 Reporting

CDE, in collaboration with the Superintendent's Advisory Committee for the Public School Accountability Act (PSAA), has refined several ASAM indicators to clarify the indicator definitions and improve the quality of the data. Please see Attachment I for more information on specific refinements to Indicators 1, 2, 6, 12A, 12B, 12C, 13B, and 14. Some of these indicators will require additional information this year. The *ASAM Reporting Guide for 2002-2003*, which includes an updated description of all indicators, will be available on the ASAM Web site at www.cde.ca.gov/psaa/asam/ by May 23, 2003. I encourage you to review Attachment I and the *Reporting Guide for 2002-2003* as soon as possible to prepare for reporting by making any necessary additions or modifications to your data processing procedures.

Public Reporting of 2001-2002 ASAM School Data

CDE will publicly report the indicator data from all ASAM schools for school year 2001-2002 in late Spring 2003. This report will present ASAM school results as reported to CDE. State test results, including 2002 Base Academic Performance Index (API) results and advisory 2002 Base Reports of adequate yearly progress (AYP) required for compliance with NCLB will be issued separately as described elsewhere.¹

ASAM Indicators for School Year 2003-2004

In March 2001, the State Board of Education (State Board) approved 15 indicators of growth for use in the ASAM. See Attachment II for a *Summary of Proposed ASAM Growth Indicators Approved by the State Board of Education in March 2001*. Three indicators reflecting achievement as measured by locally adopted pre-post tests in writing, reading, and mathematics (Indicators 8, 9, and 10) were not available in school years 2001-2002 and 2002-2003. These indicators were placed on hold by the State Board until the CDE through its contractor, WestEd, completed a rigorous review process and identified assessment instruments that could be used for this purpose.

Locally Adopted Pre-post Tests of Achievement Approved for Indicators 8, 9, and 10

In December 2002 and February 2003, the State Board approved a total of eight assessment instruments for use as locally adopted indicators of achievement for the ASAM. Information about the indicators and guidelines for their use can be found on the ASAM Web site at www.cde.ca.gov/psaa/asam/.² The State Board approved the guidelines in concept on April 9, 2003, with the proviso that regulations should be adopted prior to implementing the locally adopted tests. Those regulations are currently under development in preparation for school year 2003-2004. Instructions for administering specific instruments are available from the test publishers.

¹ Details are provided in the April 16, 2003 letter from the CDE Division of Policy and Evaluation at http://www.cde.ca.gov/pr/nclb/correspondence/ayp_api_asam_dist_4_16_03.pdf.

² See the documents entitled *Measures of Achievement Approved for Local Adoption as ASAM Indicators* and *Guidelines for Administering, Scoring, and Reporting Locally Adopted Tests of Achievement for Use as Indicators in the Alternative Schools Accountability Model*.

Selecting a Third ASAM Indicator

ASAM schools will be required to select and collect data on a third indicator once the full set of 15 indicators are available for use in school year 2003-2004. ASAM schools will **not** be required to select a pre-post test as their third indicator. The CDE expects to provide indicator selection materials and instructions for selecting an appropriate third indicator to all participating districts and ASAM schools in August 2003.

No Child Left Behind and the ASAM: AYP and API Reports

School year 2002-2003 is the second year of ASAM implementation, the central program of the Alternative Accountability System mandated by the California Public Schools Accountability Act (PSAA) SB1x, Chapter 3, Statutes of 1999 [Article 2, *Education Code* section 52052(g)]. In addition to meeting the requirements of state law, the ASAM is expected to play a critical role for many participating schools and districts in complying with the requirements of NCLB.

As described elsewhere, California's NCLB Plan³ requires that all schools be held accountable under a single accountability system and demonstrate adequate yearly progress (AYP) through performance measures. Key to the NCLB accountability provisions are API results and achievement of annual measurable objectives for all schools and districts based on proficiency in English language arts (ELA) and mathematics. California has designated the API as an additional academic indicator on which schools and districts must demonstrate progress to achieve AYP. CDE has provided initial information elsewhere about API and AYP data that will be reported for the first time for ASAM schools in the coming months.⁴ Briefly summarized:

- All ASAM schools that had at least 11 valid test scores and tested at least 85 percent of their eligible students in each content area in 2002 will receive a 2002 Base API for disclosure purposes in June 2003. In recognition of the different educational missions and populations served by ASAM schools, API reports for ASAM schools will not include statewide or similar school rankings.
- All ASAM schools that meet minimum size requirements for reporting AYP (100 students eligible for testing and 100 valid test scores) will receive a 2002 AYP Base Report in May 2003. The purpose of the 2002 AYP Base Report is to give districts and schools advisory information about their starting points for annual measurable objectives in ELA and mathematics that will increase over a 12-year period.
- Test scores for ASAM schools with fewer than 100 students eligible for testing or fewer than 100 valid test scores will "roll up" to the district for determination of a district-level AYP.

³ See the accountability plan presented in the CDE *Consolidated State Application Accountability Workbook*. Note that some aspects of the plan may change based on negotiations with the United States Department of Education. See <<http://www.cde.ca.gov/pr/nclb/stateapp.html>> for the complete *Accountability Workbook*.

⁴ See the April 16 letter from the CDE Division of Policy and Evaluation.

May 20, 2003

Page 4

- Districts are responsible for determining AYP for all schools that do not meet the minimum size requirements for establishing AYP in the regular way. CDE intends to provide districts with guidelines for determining AYP for ASAM schools that do not meet the minimum size requirements.

More Information

For further information about the ASAM, please contact Robert Bakke at (916) 445-7746 or at rbakke@cde.ca.gov. For further information about ASAM indicators and reporting, contact Heidi Wackerli at (916) 323-2564 or at hwackerli@cde.ca.gov.

For specific questions regarding California's accountability plan under the NCLB, including information about 2002 Baseline AYPs and APIs, contact the Educational Planning and Information Center, at (916) 319-0863 or at epic@cde.ca.gov.

Sincerely,

Mary Tobias Weaver
Assistant Superintendent/Division Director
Education Support Services Division

Attachments

cc: Principals of ASAM Schools
Directors of Alternative Education
District Accountability Coordinators
Directors of Information Systems Support

Information for Reporting Refined ASAM Indicators for School Year 2002-2003

All schools should be prepared to enter the numerical data required to report on the ASAM indicators they have previously selected. *The ASAM Online Reporting System for 2002-2003 will present each school with only the report forms for the specific indicators selected by that school.* The indicators listed below (1, 2, 6, 12A/B, 12C, 13B, and 14) have been refined to clarify the indicator definitions and improve the quality of the data.

Indicators Requiring Additional Information

Indicator 1: Improved Student Behavior

- Schools reporting Indicator 1 will be required to report the **total number of long-term students** cited for inappropriate behavior and recommended for suspension or expulsion under either *Education Code* section 48900(i) or section 48900(k) while enrolled in the school during the 2002-2003 reporting year. They will continue to report the **total number of times** long-term students were cited for inappropriate behavior and recommended for suspension or expulsion under these code sections.

Indicator 2: Suspension

- Schools reporting Indicator 2 will be required to report the **total number of long-term students** who received out-of-school suspensions while enrolled in the school during the 2002-2003 reporting year. They will continue to report the **total number of out-of-school suspensions** of long-term students while enrolled in the school.

Indicator 12A/B*: Course Completion

- Schools reporting Indicator 12A/B will be required to report the **number of courses a student is expected to complete each school year** in middle schools/middle school grades in this district. They will continue to report both the **total number of courses passed** and the **total number of courses attempted** by all long-term students enrolled in middle school grades at the school.

Indicator 12C: Course Completion

- Schools reporting Indicator 12C will be required to report the **number of courses a student is expected to complete each school year** in middle schools/middle school grades in this district. They will continue to report the **total number of courses passed** by all long-term students enrolled in middle school grades at the school, as well as the **total number of long-term students** enrolled in middle school grades at the school.

Indicator 13B: Credit Completion

- Schools reporting Indicator 13B will be required to report the **total number of days** all long-term students were enrolled in grades 9-12 at the school during the 2002-2003 reporting year. They will continue to report the **total number of high school graduation credits earned** by long-term students while enrolled in grades 9-12 at the school, as well as the **number of credits required** for high school graduation at this school.

*Indicators 12A and 12B have been combined into a single indicator identified as Indicator 12A/B in school year 2002-2003 because administrators did not find a meaningful distinction between number of courses passed (Method A) and number of courses passed that were assigned as part of a student's educational program (Method B).

**Information for Reporting Refined ASAM Indicators for School Year 2002-2003
(Continued)****Indicators with Clarified Definitions****Indicator 6: Attendance**

- The revised indicator description clarifies appropriate methods for calculating the apportionment days claimed for continuation and community day schools during the 2002-2003 reporting year as follows: (1) Continuation schools should report the number of apportionment hours claimed for ADA for all long-term students during the 2002-2003 school year divided by three.
(2) Community day schools should report only the base apportionment days claimed for the year for all long-term students. Supplemental apportionment should not be considered.

Indicator 14: High School Graduation

- The revised indicator description clarifies that the term “credit-eligible” refers to two categories of students: (1) students who in September of the 2002-2003 reporting year had earned at least 65 percent of the number of high school credits required by the district for graduation, or, if it is higher, the number of credits normally expected of a student beginning twelfth grade in the district; and (2) students who became credit-eligible during the reporting year AND graduated.

Summary of Proposed ASAM Growth Indicators Approved by the State Board of Education in March 2001¹

	Purpose of Measurement	Indicator Use ²
STAR Tests (norm-referenced test and California Standards Tests)	Academic Achievement	Base
Group I: Readiness Indicators		
Indicators of Discipline Problems:		
1 Improved Student Behavior	Behavior and Pre-learning Readiness	Additional
2 Suspension	Behavior and Pre-learning Readiness	Additional
Indicators of Student Persistence		
3 Student Punctuality	On-time Attendance and Engagement	Additional
4 Sustained Daily Attendance	Holding Power and Student Persistence	Additional
5 Student Persistence	Holding Power and Student Persistence	Additional
Group II: Contextual Indicators		
6 Attendance	Attendance and Persistence	Additional
7 English Language Development (CELDT)	Growth in Language Skills	Additional
Group III: Academic and Completion Indicators		
Indicators of Achievement³		Available in 2003-2004
8 Writing Achievement	Writing and Language Skills	Additional
9 Reading Achievement	Reading and Language Skills	Additional
10 Math Achievement	Math Skill Improvement	Additional
Indicators of Meeting Goals and School Completion		
11 Promotion to Next Grade	Grade Completion and Academic Progress	Additional
12 Course Completion	Course Completion and Performance	Additional
13 Credit Completion	Credit Completion and Academic Progress	Additional
14 High School Graduation	Credit and Program Completion	Additional
15 GED Completion, CHSPE Certification, or GED Section Completion	Program Completion	Additional

¹ The PSAA Subcommittee on Alternative Accountability recognized that the indicators proposed above have differing levels of reliability. In general, those in Groups II and III are more likely to be able to meet the standard required as a basis for potential rewards and interventions. Readiness indicators (Group I) are essential for assessment of school performance in assisting students to overcome social, attitudinal, and behavioral problems that limit their ability to attend and learn in a school setting. A critical task of the Subcommittee and the California Department of Education (CDE) is the ongoing evaluation of the Alternative Schools Accountability Model (ASAM) during its first three years of operation, including an analysis of the stability, reliability, and validity of the indicators. During that period, data on indicators submitted by schools will be analyzed and results submitted to the State Board of Education as part of its consideration of possible revision and expansion of the ASAM.

² The Subcommittee defined two general classes of indicators. A "Base" indicator consists of information to be reported by all schools. "Additional" indicators are those selected locally from the State Board-approved list. Schools will report base indicator information (STAR/norm-referenced test and California Standards Test results) through the test publisher. Schools will report information on their additional performance indicators directly to CDE.

³ These indicators were approved in principle in March 2001 pending a rigorous review process to identify assessment instruments that align to state content standards and to meet required technical criteria. The State Board approved eight instruments for use as locally adopted indicators of achievement in winter 2003 following completion of the review process.